



# EDUCATOR DEVELOPMENT CONTINUUM FOR IDENTIFYING AND DEVELOPING CONSTRUCTS OF EFFECTIVE PRACTICE



		<b>Preparatory Practitioner</b> <i>Is a teacher candidate</i>	<b>Novice Practitioner</b> <i>Is employed under contract with an initial license</i>	<b>Developing Practitioner</b> <i>Is employed under contract with a license</i>	<b>Experienced Practitioner</b> <i>Is employed under contract with a professional license; has opportunity for multitude of roles (formal and informal)</i>
STUDENT-FOCUSED INSTRUCTIONAL CONSTRUCTS	KNOWLEDGE OF STUDENTS	Understands that knowledge of students' cultural backgrounds and family/community context informs instruction	Uses knowledge of students' cultural backgrounds and family/community context to design instruction	Integrates students' cultural backgrounds and family/community context into instruction	Contributes to colleagues' ability to use knowledge of students' cultural backgrounds and family/community context to inform instruction of others
	USE OF STUDENT DATA	Understands that student performance data informs instruction	Uses formative and summative assessment data with collegial support to align instruction to student learning needs	Develops and implements formative and summative assessment data to inform and guide instruction	Facilitates the use of formative and summative assessment data for school improvement
	IMPACT ON STUDENT LEARNING	Develops awareness of how teaching practice affects student learning through observation of experienced practitioners	Engages in professional learning that affects student learning	Assesses the impact of professional learning through evidence of student learning	Facilitates professional learning in colleagues to impact student learning
	INSTRUCTIONAL PRACTICE	Immerses self in practice of teaching through observation and clinical practice	Develops teaching expertise with multiple instructional practices	Strengthens own teaching by refining instructional practices	Demonstrates effective teaching and informs the practice of others
	CONTENT-SPECIFIC PEDAGOGICAL KNOWLEDGE AND SKILLS	Acquires content-specific pedagogical knowledge through exemplary clinical experiences structured over the course of studies	Applies content-specific pedagogical knowledge and skills	Enhances content-specific pedagogical knowledge and skills through professional learning to benefit student learning	Assists others in acquiring content-specific pedagogical knowledge while enriching their own
	DIFFERENTIATED INSTRUCTION	Understands that each student brings unique learning needs that help shape instruction	Demonstrates awareness that differentiating instruction meets student learning needs	Uses a variety of instructional methodologies and assessment strategies that differentiate instruction to meet student learning needs	Models use of varied instructional methodologies and assessment strategies that differentiate instruction to meet student learning needs
	CLASSROOM MANAGEMENT	Understands how classroom management influences instruction to impact student learning	Demonstrates how classroom management influences instruction to impact student learning	Uses a variety of classroom management strategies to impact student learning	Models use of a variety of classroom management strategies to impact student learning
	INSTRUCTIONAL TECHNOLOGY	Incorporates technology into instructional experiences	Seeks opportunities to use technology to enhance instruction and student learning	Integrates technology to promote student learning and professional practice	Encourage colleagues to use technology to expand instructional opportunities
	21st-CENTURY SKILLS	Recognizes 21st-century learning skills and their importance for student learning	Uses 21st-century learning skills in planning instruction	Integrates 21st-century learning skills into instruction	Extends the use of 21st-century learning skills into collaborative instruction among colleagues



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PROFESSIONAL CONSTRUCTS	CAREER GOAL	Explores career opportunities based on self-knowledge and knowledge of the profession	Uses information from professional portfolio to refine career goals	Uses professional learning opportunities to actualize career goals	Contributes to the professional learning of other teachers in helping them to accomplish their career goals
	ACADEMIC LANGUAGE	Develops content knowledge and acquires academic language	Applies content knowledge and academic language in instruction with guidance and feedback	Expands content knowledge and academic language in instruction	Uses content knowledge and academic language to collaborate and to advocate for student and professional growth
	CONTINUOUS PROFESSIONAL LEARNING	Focuses on learning about teaching	Focuses learning on beginning career expectations	Focuses learning on performance expectations and feedback on performance	Uses feedback and student learning data for improvement
	EVALUATION	Uses results of pre-service evaluations and other forms of feedback to begin a professional portfolio	Uses results of evaluations to focus professional learning, and to add to portfolio	Collaborates to evaluate practice of self and others and builds professional learning on results to expand portfolio	Supports colleagues in collecting and reviewing evidence of results while adding to their own portfolios
	REFLECTIVE PRACTICE	Learns to reflect as part of professional practice	Engages in reflective practices with mentor and colleagues	Engages in formal and informal reflective practices with colleagues	Guides and participates in reflective practices
	COLLABORATIVE LEARNING ENVIRONMENTS	Participates in cohorts for clinical experience to improve teaching and learning	Apprentices within a collaborative community of learners to improve teaching and learning	Engages with collaborative community of learners to improve teaching and learning	Facilitates collaborative community of learners to improve teaching and learning
	LEADERSHIP OPPORTUNITIES	Seeks leadership opportunities and examines leadership roles in the profession	Examines potential leadership roles in the profession	Uses knowledge of personal skills and abilities to identify and begin serving in leadership roles both formal and informal	Serves in formal and informal leadership roles to impact educator quality and school improvement
	SELF-EFFICACY	Becomes aware of the influence of self-efficacy on one's performance and results	Builds awareness of the influence of self-efficacy on one's performance and results	Develops and refines self-efficacy regarding one's performance and results	Influences efficacy of other educators
GUIDED MEASURES	ADVOCACY	Understands that educators advocate for all students	Develops abilities to advocate for all students and the profession	Advocates for all students and the profession	Serves as a change agent and advocate for positive change
	ETHICS	Learns and understands about professional ethics	Practices professional ethics	Demonstrates commitment and respect for professional ethics	Takes responsibility for professional ethics of self and others
		Career inventory – Basic skills assessment for program entry – Performance assessment for program exit – Professional portfolio	State licensure assessments – Professional portfolio – District hiring tools – Evaluations	Professional portfolio – Evaluation – Second-tier licensure assessment	Professional portfolio – Evaluation – Teacher leader licensure assessment – National Board Certification – Administrator licensure assessment – Meets state license requirements